

NORTH AND SOUTH AMERICA—A COMPARISON

SOCIAL STUDIES, GRADES 4-6

Chart: North and South America—A Comparison Including Language Groups, Cultural Areas and Tribes

Level 4 Standards: 6040-01; 02; 03
Level 5 Standards: 6050-01; 02; 03; 04
Level 6 Standards: 6060-01; 02; 03; 05; 06
Level 7-8 Standards: 6100-01; 02; 05
Utah Studies
Level 7-8 Standards: 6120-01; 02; 03; 04; 05; 06
United States History

OBJECTIVE: The student will gain an understanding of the impact of cultural and language exchange.

ASSESSMENT EVIDENCE

Have students make a list of Indian tribal words used in American English contexts, nationally and within the state (e.g., names of states, place names, etc.).

Students will compare American English with other languages and determine how many words we use have origins in other languages.

Have students identify three tribal languages in regions influenced by Spanish exploration, three tribal languages influenced by French exploration, and three tribal languages influenced by English exploration.

LEARNING STRATEGIES

Explain to the students the influences that occur when there is an exchange of culture and language, especially during the initial meetings.

Using the chart “North and South America—A Comparison,” explain to students the dominant European language groups that influenced the regional areas they explored.

In a class discussion, help students to recognize through comparison the language influences, both native and European.

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 9-12

Charts: North and South America—A Comparison Including Language Groups, Cultural Areas and Tribes

Level 9-12 Standards: 6200-01; 02; 03

World Cultural Geography, Part I

Level 9-12 Standards: 6220-01; 02; 03

Ancient World Civilizations

OBJECTIVE: The students will develop an understanding of language infusion from ethnic groups that contributed to the growth of our nation.

ESSENTIAL QUESTION 1: Is there a difference in language between Indian tribes, South American tribes and American English?

ASSESSMENT EVIDENCE

Research activity can be initiated by topics and small groups to search the origins of ethnic contributions to language, food, art, music, inventions, clothing, etc

Students will understand and appreciate the exchange of language influences.

Students, through class activities, will realize their present daily lives are influenced by language.

Students will understand that all ethnic groups have contributed to the growth and development of our nation.

LEARNING STRATEGIES

Introduce the concept of “language infusion” to assist the students in understanding the influences of language exchange internationally via exploration and conquest.

Have students discuss exchange between Indian tribal languages and the British, French, Spanish. What Indian tribal words did the British, French, and Spanish acquire from the different tribes?

Students will be involved in identifying and compiling a list of words used in American English from Indian tribal languages—from Spanish, Italian, and Asian languages. Compilation should include place names, name of states, food, daily jargon, etc.

Assist students in the study of the influences and changes occurring because of languages through interaction and trade; on the comparison chart, provide visual learning of the language

influences of the British, Spanish, French, and Portuguese in the regional areas of the Americas they explored and controlled. What were the influences? Are these influences still evident today?

Resource materials may be found listed at the end of the Guide.

